**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1 Week 1: Story Title: Boom Town**

**Monday**- Use TE DI 2- 1) Preteach Phonics- write *nectar, bottom, & flutter*. Model blending nectar by drawing a line to divide the word into syllables. The teacher will say: “I know that when there is only 1 vowel in the middle of a syllable, it usually stands for the short sound. Since the letter e in nectar is the only vowel in the syllable, I know it stands for /e/.” Then, continue guiding students in finding the VCCV pattern in bottom & flutter. Teacher will also explain when a double consonant appears in the middle of a word, usually 1 consonant is heard, with the exception of the word suggest. 2) Read & discuss words: waited, night, around, happen, basket, surprise; What do you hear/notice? 3) Preview Decodable Reader 1 Title*: A Winter Picnic* with a Picture Walk Talk & make predictions about what the story is going to be about; students will read & discuss Decodable Reader 1 with the teacher.

**Tuesday**- Use TE DI 4- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words as well as discuss the definition of the following words: boom, business, coins, fetched, laundry, mending, pick, skillet, & spell. 2) Practice decoding/reading/slashing out syllables with Multisyllabic Words- stagecoach while also discussing it’s definition as a “raised carriage”; continue with words: lonesome, excitement, furrows, & grumbled. 3) Choral/Echo read typed version of Decodable Reader 1. 3) Highlight Spelling Patterns from Monday’s lesson 4) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE pg 19- 1) Target Skill- Realism or Fantasy with textbook page 19 & discuss the difference between the 2 types of stories while differentiating by using a Venn Diagram 2) Target Strategy- Activate/Use Prior Knowledge with textbook page 21 3) Sort Retelling Cards by putting the cards in order according to the events in the story for sequencing 4) Reread retyped Decodable Reader 1while highlighting punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order 2) Write one sentence for each picture for summarization. 3) Reread retyped Decodable Reader1 and Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one